



Date Submitted: September 24, 2012

School Name: Lewis School

School Performance Plan

2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [], will primarily be used for : [] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Mike Fantaski Principal</p> <p>[] SAC Chair</p>	<table style="width: 100%; border: none;"> <tr> <td colspan="2" style="text-align: right;">Legend</td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p> </td> <td style="width: 50%; vertical-align: top;"> <p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p> </td> </tr> </table>	Legend		<p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>
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School Profile 2012 - 2013

School Profile:

(Narrative)

Lewis was established as a Junior High School in Valparaiso, Florida in 1971 and later transitioned to a middle school. In 2010, Lewis has transitioned again into a kindergarten through eighth grade school. Students at Lewis reside primarily on Eglin Air Force Base, Niceville, and Valparaiso. We have 626 students with 160 students attending Lewis on zoning waivers. Our Climate Survey supports this impressive number with over 80% positive responses from parents in areas such as school emphasis on academic performance, clear expectations in areas of communication, conduct and behavior, and providing a safe environment. Our students, parents, and teachers have come together to make this school merger a positive experience for all. To continue our goal of unification and “team spirit” Lewis middle school students are provided with many opportunities unique to our school environment. Elementary students are provided with secondary level type benefits to include band and chorus. Fifth grade students may also participate in all school sponsored sports excluding football. Students in second through eighth grade may also participate in our very own Lewis School of American Sign Language Club. In addition, our school also offers many unique opportunities for other interests such as Fellowship of Christian Athletes (FCA), Earth Club, Fifth Grade Young Astronauts Club, National Junior Honor Society, Student Council, Academic Team, Minority Council, Chess Club, Marsville, and Spanish Club. In addition to these clubs Lewis also offers sixteen athletic programs, chorus, band, and Orff. Lewis serves as a diverse population of students with exceptionalities to include: Varying Exceptionalities, Emotionally Behaviorally Disabled (EBD), Communication, Behavior and Socialization (CBS) which serves identified students in the autism spectrum, and we also serve the hearing impaired with five full-time interpreters and one full-time teacher. We believe that our diversity benefits all students in becoming well-rounded productive members of our community.

The racial diversity at our school is a reflection of that found in our community. Of the 626 students enrolled at Lewis, 67% are Caucasian, 13% are African-American, 7% are Hispanic, 14% are Multi-racial, and 3% are Asian. We currently have 43% of our student body on free and reduced lunch.

Feedback was collected from stakeholders in order to gauge areas of strength and to focus on for the 2012-2013 school year. Data was collected through various methods, including student small group and surveys, informal opinions from teachers, parents and staff members (to include the administrator 360 survey) and the county climate survey results, it was decided as a group that the areas most necessary to focus on for the upcoming school year were in student assessment and improving stakeholder relationships and communication.

Lewis is in the fourth year of STEM (science, technology, engineering, and math) partnership with Eglin Air Force Base. In this collaborative effort with Eglin’s AFRL and local engineering groups, students will be actively engaged in research, career discovery,

hands-on engineering projects, technical writing, and field trips. Students will be the beneficiaries of professional mentoring and career education through visiting speakers. Our curriculum design utilizes quarterly focused areas of interest which involve cross-curriculum content areas of science, math, social studies, and language arts. STEM is one more important step that Lewis takes to ensure our students, upon graduation, will be college and/or career ready.

Lewis was awarded the status of being an “A” school for the 2011-2012 school year as defined by the state of Florida. High expectations continue across the curriculum as students are expected to master the Next Generation Sunshine State Standards as well as moving forward to Common Core Standards. To achieve mastery students and staff will be held to high, measurable standards of performance and conduct which will be driven by student needs and data. The number of students performing at or above grade level on the FCAT last year was:

GRADE	Level 3 & Higher Reading	Level 3 & Higher Math
3 rd	53%	60%
4 th	53%	57%
5 th	74%	65%
6 th	70%	80%
7 th	72%	81%
8 th	68%	89%

Okaloosa County District Profile

2012- 2013

School Vision: Maximize educational systems that empower students to successfully transition into a globally competitive society.

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Lewis School	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Highly Qualified Status Administrators: (Title I)		
Reading Instructors/Recruitment: (Secondary)	1 Principal with a reading endorsement 3 Teachers with reading certification/endorsement 1 Teacher working toward NGCAR-PD	0 Teachers working towards reading certification/ endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 65%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 70%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 74 %. (District Objective:x <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																														
FCAT Reading 3rd Grade SSS FCAT Reading % Results by level from 2010 -2012 <table border="1"> <tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>2010</td><td>6</td><td>3</td><td>24</td><td>47</td><td>19</td></tr> <tr><td>2011</td><td>5</td><td>12</td><td>41</td><td>39</td><td>2</td></tr> <tr><td>2012</td><td>15</td><td>32</td><td>36</td><td>2</td><td>8</td></tr> </table> 3rd Grade FCAT Area of Emphasis Reading Application 4th Grade SSS FCAT Reading % Results by level from 2010-2012 <table border="1"> <tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	Level	1	2	3	4	5	2010	6	3	24	47	19	2011	5	12	41	39	2	2012	15	32	36	2	8	Level	1	2	3	4	5	**Students will receive instruction in reading informational text to include: determining central ideas and themes from primary and secondary sources, understanding how a text is formatted to present information (e.g. sequential, comparative, use of visual graphs), and identifying aspects of text that reveal author’s point of view or purpose. (Taken from Literacy Strands for CCSS) *Middle school students enrolled in social studies classes, science (see science section), and all technical classes will be taught reading strategies to improve content area	*POC Tutor Funding *Americorp \$5100.00 Matching Fund Grant	PDSP Focus:All staff will participate in professional learning communities where teachers will analyze student data, discuss application, learn how to provide appropriate student and parent feedback, create plans for affecting positive change in content areas, and reflect upon the subsequent impact. PLC’s meeting times to increase drastically by means of common	*Lewis Website *Open House-twice yearly *Kindergarten/1st Grade parent/teacher conferences Twice a year *Parent Portal *PMP/IEP Conferences A copy of the most recent DEA results will be provided to parents and students with explanation
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2010	5	13	38	33	13
2011	4	10	35	32	18
2012	9	38	23	25	6

4th Grade FCAT Area of Emphasis Literary Analysis

5th Grade SSS FCAT Reading % Results by level from 2010-2012

Level	1	2	3	4	5
2010	8	24	27	35	6
2011	2	14	38	38	7
2012	9	17	32	25	17

5th Grade FCAT Area of Emphasis Informational Text

All Lewis Middle School Students Grades Sixth through Eighth Grades 6-8 FCAT Area of Emphasis Informational Text

6th Grade SSS FCAT Reading % Results by Level from 2010-2012

Level	1	2	3	4	5
2010	8	8	38	31	16
2011	8	13	38	28	13
2012	11	19	34	26	9

7th Grade SSS FCAT Reading % Results by Level from 2010-2012

Level	1	2	3	4	5
2010	2	10	40	35	12
2011	2	10	42	33	13
2012	4	23	32	27	14

reading (i.e. Comprehension Instructional Sequence, Two-Column Notes, Summarization, use of graphic organizers).

*Middle school social studies courses will include primary source documents on all assessments.

Allocate a minimum each day of 90 uninterrupted minutes for reading block in grades K-5.

Use of High School Student mentors; Americorp Volunteer: Plan of Care tutors: Military personnel mentors

*Continue to utilize school progress monitoring System (PAWS, PMP/DATA Star, DEA) to monitor student progress on assessments. Utilize DEA probes, cold reads, and fluency checks for Rtl students to monitor progress.

*DEA assessment three times per year for K-5 students. DEA three times per year for middle school FCAT level 1, 2 and fragile 3's.

* Monitor student progress to ensure adequate yearly growth for all students by grade/department level PLC's.

* Evaluate student performance data to plan instruction, identify student strengths, target areas of concern and determine student progress in achieving SSS.

planning times.
Elementary grade level PE classes to be at the same time with extension of PE time to 45 minutes.

Middle school subject area teachers to have same planning period to enable in-school common planning every day during the school day.

Objective: All staff will increase knowledge and practice of effective feedback strategies through participation in professional learning communities where teachers will use formative/summative assessment to align with CCSS.

Objective/other: Students will be exposed to and evaluated with greater emphasis on increased rigor through higher level sustained reading passages and text complexity.

of the student current performance to the NGSSS and CCS.

E-mail list to all k-2 parents

On-Line Program-Teacher Web-Post Calendar Information Connect Ed (text, email, and phone)

K-2-Individual Discipline Plan signed by parent and student

8th Grade SSS FCAT Reading % Results by Level from 2010-2012

Level	1	2	3	4	5
2010	2	19	37	34	9
2011	6	17	48	20	8
2012	2	30	33	22	13

DEA Reading Kindergarten Area for Emphasis is Main Idea

First Grade Area for Emphasis is Main Idea

Second Grade Area for Emphasis is Reading Strategies

**Retained Students
Kindergarten – 2 Students
2nd Grade – 1 Student
3rd Grade – 1 Student
4th Grade – 1 Student**

**ESOL Students
2 Active LEP Students
First Grade – 1
Fifth Grade – 1**

***Students in 4th and 5th grade will utilize iPads across the curriculum**

***Grades 3-8 will utilize FCAT Explorer**

***Use district curriculum and pacing guides to revise and bridge instruction toward the common core standards**

Lesson Study groups will share results and reflection of their study with faculty.

***AmeriCorp volunteer will work with students in small group tutorials**

***Kindergarten and first grade teachers will implement Common Core Standards**

***Identified students will be offered after school tutoring, assignment of a mentor, small group assistance, and individually designed learning strategies as directed by the RtI team in conjunction with teacher recommendation.**

***Kindergarten students will take the FLKRS as mandated by the state.**

***Develop a POC for all retained students to provide prescriptive remediation and appropriate instructional materials.**

Provide instructional strategies

***Grade/Department Level PLC's will work to analyze student data to determine areas of need and develop an appropriate Model Lesson through the Lesson Study Process.**

Teachers will receive iPad Training through county.

<p>Gifted Students 2nd Grade – 1 Student 3rd Grade – 2 Students 5th Grade – 1 Student 6th Grade – 3 Students 7th Grade – 3 Students 8th Grade – 6 Students</p>	<p>such as; tutoring, mentors, technology aided instruction, FCAT Explorer, DEA probes, and test taking skills.</p> <p>*Students will be provided services in compliance with their IEP's, PMP's, 504, and ELL plans.</p> <p>*Strategies include Rosetta Stone, DEA probes, teacher simplification of lessons through use of visuals, peer and group work, and technology such as websites, videos, and web quests.</p> <p>Assessments K-2 Formative 1 on 1 Writing Samples</p> <p>1st & 2nd Weekly Individual Assessment Basal Placement Journaling Fluency Checks Rubrics-Big Projects</p> <p>*Elementary gifted students are served in a pull-out program. *Secondary gifted students are served through content area middle school gifted endorsed teachers in the classroom setting.</p> <p>*Provide students identified as Gifted onsite, rigorous academically challenging instruction.</p>			<p>LEP Conferences</p>
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Lewis School	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 72%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 82%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 75 %. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 90%. (District Objective: <input type="checkbox"/> +2 percentile points or x <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least 90%. (District Objective: <input type="checkbox"/> +2 percentile points or xxx <input type="checkbox"/> maintain 90-100%)

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Level	1	2	3	4	5																							
2010	8	24	27	35	6																							
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2010	13	20	31	24	12																							
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2011	4	11	33	34	17																							
2012	5	14	34	33	14																							
<p>Grade 8 SSS FCAT Results Math % Results by Level from 2010- 2012</p> <table border="1"> <tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>2010</td><td>0</td><td>8</td><td>27</td><td>33</td><td>33</td></tr> <tr><td>2011</td><td>0</td><td>8</td><td>35</td><td>38</td><td>18</td></tr> <tr><td>2012</td><td>3</td><td>8</td><td>33</td><td>34</td><td>22</td></tr> </table>	Level	1	2	3	4	5	2010	0	8	27	33	33	2011	0	8	35	38	18	2012	3	8	33	34	22	<p>Identified students will be offered after school tutoring, assignment of a mentor, small group assistance, and individually designed learning strategies as directed by the Rtl team in conjunction with teacher recommendation.</p>			
Level	1	2	3	4	5																							
2010	0	8	27	33	33																							
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2012	3	8	33	34	22																							
<p>DEA Math Kindergarten Area for Emphasis is Problem Solving</p> <p>First Grade Area for Emphasis is Problem Solving</p>																												

<p>Second Grade Area for Emphasis is Algebraic Thinking</p> <p>Retained Students Kindergarten – 2 Students 2nd Grade – 1 Student 3rd Grade – 1 Student 4th Grade – 1 Student</p> <p>ESOL Students 2 Active LEP Students First Grade – 1 Fifth Grade - 1</p> <p>Gifted Students 2nd Grade – 1 Student 3rd Grade – 2 Students 5th Grade – 1 Student 6th Grade – 3 Students 7th Grade – 3 Students 8th Grade – 6 Students</p>	<p>*Kindergarten and First Grade Teachers will implement Common Core Standards.</p> <p>*Develop a POC for all retained students to provide prescriptive remediation and appropriate instructional mat*Provide instructional strategies such as; tutoring, mentors, technology aided instruction, FCAT Explorer, DEA probes, and test taking skills.</p> <p>*Students will be provided services in compliance with their IEP's, PMP's, 504, and ELL plans.</p> <p>*Strategies include Rosetta Stone, DEA probes, teacher simplification of lessons through use of visuals, peer and group work, and technology such as websites, videos, and web quests.</p> <p>*Provide students identified as Gifted onsite, rigorous academically challenging instruction.</p>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Lewis School	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4&8 rade students scoring 4.0 and above on FCAT Writing will be at least 86%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>												
FCAT Writes 4 th Grade <table border="1" style="margin-left: 20px;"> <tr> <td>2010 3.5 and up</td> <td>2011 4.0 and up</td> <td>2012 3.5 and up</td> </tr> <tr> <td>91%</td> <td>69%</td> <td>37%</td> </tr> </table> 8 th Grade <table border="1" style="margin-left: 20px;"> <tr> <td>2010 4.0 and up</td> <td>2011 4.0 and up</td> <td>2012 3.5 and up</td> </tr> <tr> <td>84%</td> <td>86%</td> <td>61%</td> </tr> </table>	2010 3.5 and up	2011 4.0 and up	2012 3.5 and up	91%	69%	37%	2010 4.0 and up	2011 4.0 and up	2012 3.5 and up	84%	86%	61%	<p>*Students will be exposed to and evaluated with greater emphasis on increased rigor through higher level sustained reading passages and utilizing the components of text complexity to bridge to CCS.</p> <p>*Teachers will use the Lewis “NICE (neatly, indenting paragraphs, capitalization, and ending punctuation) across the curriculum.</p> <p>*Elementary and Middle School English teachers will assess writing skills with a pre-, mid, and post writing sample scored based on Florida Writing Rubric, monitor progress and make adjustments in instruction.</p> <p>*Increased emphasis on moving student writing along the continuum of scaffolding to a higher skill level rather than formulaic writing.</p> <p>*Emphasis on writing literary analyses of various genres</p>		<p>PDSP Focus: All staff will participate in professional learning communities where teachers will analyze student data, discuss application, learn how to provide appropriate student and parent feedback, create plans for affecting positive change in content areas, and reflect upon the subsequent impact.</p> <p>Objective/other: All staff will increase knowledge and practice of effective feedback strategies through participation in professional learning communities where teachers will use formative/summative assessment to align with CCSS.</p>	<p>Online Gradebook</p> <p>Email</p> <p>Teacher Web Pages</p> <p>Open House</p> <p>Kindergarten/First Grade Parent Teacher Conferences twice yearly</p> <p>PMP/IEP Meetings</p> <p>E-mail list to all k-2 parents</p> <p>On-Line Program-Teacher Web-Post</p> <p>Calendar Information</p> <p>Connect Ed (text, email, and phone)</p> <p>K-2-Individual Discipline Plan signed by parent and student</p>
2010 3.5 and up	2011 4.0 and up	2012 3.5 and up														
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<p>ESOL Students 2 Active LEP Students First Grade – 1 Fifth Grade – 1</p> <p>Gifted Students 2nd Grade – 1 Student 3rd Grade – 2 Students 5th Grade – 1 Student 6th Grade – 3 Students 7th Grade – 3 Students 8th Grade – 6 Students</p>	<p>*Incorporation of STEM-related technical writings to support Science, Technology, Engineering, Math emphasis in interdisciplinary curriculum.</p> <p>*Incorporation of writing lab utilizing the mobile lab laptops.</p> <p>*Common Core standards will be progressively implemented focusing on routine writings for research, reflection and editing/revision.</p> <p>*Renewed emphasis on conventions and spelling mastery relative to writing assignments across the disciplines.</p> <p>Identified students will be offered after school tutoring, assignment of a mentor, small group assistance, and individually designed learning strategies as directed by the Rtl team in conjunction with teacher recommendation.</p> <p>*Elementary gifted students are served in a pull-out program. *Secondary gifted students are served through content area middle school gifted endorsed teachers in the classroom setting.</p> <p>Students will be provided services in compliance with their IEP's, PMP's, 504, and ELL plans.</p> <p>*Strategies include Rosetta Stone, DEA probes, teacher simplification of lessons through use of visuals, peer</p>		<p>*Grade/Department Level PLC's will work to analyze student data to determine areas of need and develop an appropriate Model Lesson through the Lesson Study Process.</p>	
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	<p>and group work, and technology such as websites, videos, and web quests.</p> <p>*Provide students identified as Gifted onsite, rigorous academically challenging instruction.</p>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Lewis School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 5/8 grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 71%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least <input type="checkbox"/> %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																																
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Level	1	2	3	4	5																																															
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	<p>content area reading (i.e. Comprehension Instructional Sequence, Two- Column Notes, Summarization, and use of graphic organizers).</p> <p>Nearly 40% of all 7th and 8th grade students have chosen to take a STEM Research elective focusing on Marine Science.</p> <p>*Science students will complete an individual science investigation on their current course curriculum. This may be completed during the time frame of the ISEF science fair, and/or at other times during the year as determined by each instructor.</p> <p>*The 8th grade physical science students will use the new interactive PITSCO modules and CPO science hands-on activities as part of their class activities.</p> <p>*Students will be instructed on the use of the new online interactive science learning activities included in the new Interactive Science text books.</p> <p>*A new middle grades science club will extend the influence of the guest speaker STEM program. At club gatherings students will participate in the new PITSCO physical science modules and will have an opportunity to meet with local engineers who will work with them to develop new science investigations and engineering challenges.</p>		<p>teachers will use formative/summative assessment to align with CCSS.</p> <p>*Grade/Department Level PLC's will work to analyze student data to determine areas of need and develop an appropriate Model Lesson through the Lesson Study Process.</p>	
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<p>ESOL Students 2 Active LEP Students First Grade – 1 Fifth Grade – 1</p> <p>Gifted Students 2nd Grade – 1 Student 3rd Grade – 2 Students 5th Grade – 1 Student 6th Grade – 3 Students 7th Grade – 3 Students 8th Grade – 6 Students</p>	<p>Engineering challenges created will be offered to all science students.</p> <p>*Lewis science teachers will include the following strategies to engage and motivate all learners:</p> <ul style="list-style-type: none"> a. Cooperative Learning Groups b. Generate graphic organizers to preview and summarize passages, identify complex vocabulary, and determine patterns of organization. c. Incorporate technology/multimedia resources with classroom presentations and discussions, which may include Brainchild, BrainPop, United Streaming through Discovery Education, and DEA probes for identified students and targeted areas. <p>Identified students will be offered after school tutoring, assignment of a mentor, small group assistance, and individually designed learning strategies as directed by the Rtl team in conjunction with teacher recommendation.</p> <p>Students will be provided services in compliance with their IEP's, PMP's, 504, and ELL plans.</p> <p>*Elementary gifted students are served in a pull-out program. *Secondary gifted students are served through content area middle school gifted endorsed teachers in the classroom setting.</p>			
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School: Lewis School	School Focus: College Readiness/Academic Acceleration
School Objective:	Student enrollment in high school credit courses will increase by 5%

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																
<table border="1"> <thead> <tr> <th>HS Course</th> <th>11</th> <th>12</th> <th>13</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>12</td> <td>24</td> <td>11</td> </tr> <tr> <td>Physical Sci</td> <td>0</td> <td>18</td> <td>31</td> </tr> <tr> <td>Algebra Hon</td> <td>27</td> <td>37</td> <td>25</td> </tr> <tr> <td>Geometry</td> <td>0</td> <td>8</td> <td>12</td> </tr> <tr> <td>Intro to IT</td> <td>0</td> <td>43</td> <td>23</td> </tr> <tr> <td>Web</td> <td>0</td> <td>1</td> <td>33</td> </tr> <tr> <td>TOTAL SEATS</td> <td>39</td> <td>131</td> <td>135</td> </tr> </tbody> </table>	HS Course	11	12	13	Spanish	12	24	11	Physical Sci	0	18	31	Algebra Hon	27	37	25	Geometry	0	8	12	Intro to IT	0	43	23	Web	0	1	33	TOTAL SEATS	39	131	135	<p>STEM Research elective focusing on Marine Science, scientific process and regular lab work will be offered to 7th and 8th grade students.</p> <p>All 6th grade students will be placed in a grade required keyboarding /PE wheel class in order to provide common foundation for all middle school students and offer wider preparation for IT & Web high school courses.</p> <p>Students will be able to take courses for high school credit in mathematics, science, Spanish and IT.</p> <p>Online ACT/SAT/Career and AP preparation software (Shmoop.com) will be made available at no cost to all interested middle school students for ungraded and optional after school/weekend enrichment and high school preparation.</p>	<p>STEM course – already encumbered</p>	<p>PDSP Focus: All staff will participate in professional learning communities where teachers will analyze student data, discuss application, learn how to provide appropriate student and parent feedback, create plans for affecting positive change in content areas, and reflect upon the subsequent impact.</p> <p>Objective/other: All staff will increase knowledge and practice of effective feedback strategies through participation in professional learning communities where teachers will use formative/summative assessment to align with CCSS.</p>	<p>Online Gradebook</p> <p>Blackboard Connect-Ed</p> <p>Email</p> <p>Teacher Web Pages</p> <p>Open House</p> <p>PMP/IEP Meetings</p> <p>A copy of the most recent DEA results will be provided to parents and students with explanation of the student current performance based on NGSSS and CCS.</p> <p>*Parent Portal</p> <p>*PMP/IEP Conferences</p>
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Title I Schools

School:

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- Daily Five Strategies used in all elementary classrooms
- High School credit classes offered in Middle School

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- District pacing guides being followed by teachers and monitored by administration
- Implementation of CCS in place in K & 1st and through literacy standards for all grade levels and subjects

GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

- SLD teacher, reading aide, Americorp person giving individual help to struggling readers
- Engineering club established for students with high Math skills

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- Many parent and community members involved in Oval Art education
- Enormous mentoring program fueled by the military personal from local base